

APPENDICES

APPENDIX A: PARKWIDE INTERPRETIVE THEMES

Acadia National Park uses the following five themes to guide its interpretive approach for the entire park, including Schoodic. Recent history, including the Navy's use of the peninsula, is included in the third theme, which addresses human activities. These themes will guide program planners as they develop materials for Schoodic.

- **National parks offer opportunities to fulfill emotional and spiritual needs for renewal and invoke attitudes of reverence and stewardship.**

Because of the deep affection that they held for Acadia, private citizens took the actions necessary to preserve these beautiful landscapes, places where it is still possible to observe and be renewed by nature. As a national park, Acadia has continued the tradition of providing spiritual respite and encouraging responsible stewardship.

- **The flora and fauna of Acadia National Park and surrounding waters comprise a rich mix of temperate, neotropical, and boreal species significant in their biodiversity.**

At Acadia, land and sea meet and the Northern and Temperate Zones overlap resulting in an abundance of life and significant biodiversity. Bordering the Gulf of Maine and the Atlantic Ocean and protecting habitats with temperate, neotropical, and boreal species, Acadia is zoologically and botanically rich.

- **The cultural resources of Acadia National Park document human activities that span five thousand years.**

Acadia's human history begins with centuries of seasonal use by native peoples followed by a period of European contact, exploration, and settlement initiated by the French. Decades of commercial use by lumbermen, shipbuilders, and fishermen overlapped and even fostered increased pressure for conservation and the evolution of tourism.

- **Acadia National Park provides many opportunities to increase our understanding of natural systems and human impact on them.**

Acadia is a living scientific laboratory, offering significant opportunities for education and continued, multidisciplinary ecosystem research.

- **The natural landforms of Acadia National Park illustrate the dynamics of many geologic processes.**

Acadia is a geologic primer on the effects of intense heat and pressure followed by the irresistible erosive power of glaciers and the continued, persistent impact of powerful waves crashing ashore.

APPENDIX B: COST ESTIMATES

ALTERNATIVE A: NO ACTION

ANNUAL NPS OPERATING COSTS

Personnel:

Management/Administration	\$22,000
Visitor Protection	226,000
Resource Management	0
Research Learning Center	225,000
Maintenance	323,000
<i>Subtotal</i>	<i>\$796,000</i>

Utilities	99,000
Contract Services	81,000
Supplies and Materials	67,000
Vehicles	14,000

TOTAL ANNUAL NPS OPERATING COSTS	\$1,057,000
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ALTERNATIVE B: NPS MANAGEMENT

ANNUAL NPS OPERATING COSTS

Personnel:

Management/Administration	\$254,000
Visitor Protection	335,000
Resource Management	122,000
Research Learning Center	225,000
Maintenance	621,000
<i>Subtotal</i>	<i>\$1,557,000</i>

Utilities	148,000
Contract Services	144,000
Supplies and Materials	135,000
Vehicles	30,000

TOTAL ANNUAL NPS OPERATING COSTS	\$2,014,000
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CONSTRUCTION*

Predesign Studies	\$113,000
Site Demolition	304,000
Building Demolition	552,000
Building Rehabilitation	3,810,000
Site Work	2,073,000
Landscaping	249,000
<i>Subtotal</i>	<i>\$7,101,000</i>

Planning, Design, Construction Supervision @35% of Subtotal	2,445,000
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TOTAL CONSTRUCTION	\$9,547,000
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*Cost estimates are preliminary Class C based on year 2004 dollars.

ALTERNATIVE C: COLLABORATIVE MANAGEMENT (PREFERRED)

ANNUAL NPS OPERATING COSTS

Personnel:

Management/Administration	\$352,000
Visitor Protection	499,000
Resource Management	122,000
Research Learning Center	225,000
Maintenance	530,000
<i>Subtotal</i>	<i>\$1,728,000</i>

Utilities	88,000
Contract Services	328,000
Supplies and Materials	180,000
Vehicles	40,000

TOTAL ANNUAL NPS OPERATING COSTS \$2,364,000

Note: For Alternative C, it is assumed the nonprofit organization would provide an additional \$812,000 for maintenance and utilities.

CONSTRUCTION*

Predesign Studies	\$113,000
Site Demolition	361,000
Building Demolition	218,000
Building Rehabilitation	5,545,000
Site Work	2,090,000
Landscaping	249,000
<i>Subtotal</i>	<i>\$8,576,000</i>

Planning, Design, Construction Supervision
@ 35% of Subtotal 2,962,000

TOTAL CONSTRUCTION \$11,538,000

*Cost estimates are preliminary Class C based on year 2004 dollars.

APPENDIX C: ALTERNATE TRANSPORTATION STUDY SUMMARY

Introduction

In 2001, the John A. Volpe National Transportation Systems Center of the U.S. Department of Transportation prepared *Acadia National Park: Assessment of Alternate Transportation for Schoodic Peninsula*. The report identifies and assesses four alternatives for the Schoodic District by examining three transportation modes: buses, ferries, and bicycles. NPS (NPS) would implement an alternative transportation system in cooperation with the State of Maine, local communities, and private operators.

A travel demand model was developed from several data sources and fieldwork by the project team to identify patterns of travel between Mount Desert Island and the Schoodic District. The data, which were drawn from Hancock and Washington counties, include demographic data (population and employment); NPS research on park visitation; land use and growth trends; existing transportation services; trip-to-work and other transportation needs; and anticipated needs of recreational visitors to Schoodic. Data were based on the 2000 census and extrapolated to project transportation needs to 2015.

The following transportation alternatives proposed in the study have no correlation to the *Draft General Management Plan Amendment* alternatives:

Alternative 1: This is a "no action" alternative. Conditions would remain as they were at the time of the study.

Alternative 2: This alternative would provide a year-round commuter bus service linking Bar Harbor and the Schoodic Peninsula, a park-and-ride facility in Winter Harbor, and a local bus route taking park-and-ride users to nearby villages and the park at Schoodic. This alternative does not include ferry service.

Alternative 3: This alternative is the preferred alternative, as selected by the Volpe Center consultants. This alternative would provide ferry service and bus service from May to October for commuters and recreational users between Bar Harbor and the Schoodic Peninsula. A park-and-ride facility would be located in Winter

Harbor, and there would be a bus route to take park-and-ride users to nearby villages and the park at Schoodic. The bus would also serve as a backup for ferry cancellations and winter service.

Alternative 4: This alternative would provide year-round ferry service between Bar Harbor and the Schoodic Peninsula for recreational and commuter users, a park-and-ride facility in Winter Harbor, and a bus route to take park-and-ride users to nearby villages and the park at Schoodic. There would be backup bus service for ferry cancellations due to weather and operational problems.

Bus Service

Bus service concepts were developed for direct transportation between Bar Harbor and Schoodic District, and for local service. Two potential levels of bus service include the following:

Level One bus service would use two buses for limited commuter links between Bar Harbor and the Schoodic Peninsula. One bus would accommodate 35–40 passengers and provide four daily round trips from its base in Winter Harbor. The second bus would be slightly smaller, accommodating about 28 passengers. This bus would be based in Winter Harbor at night and would remain at The Jackson Laboratory during the day, offering one round trip between Winter Harbor and Bar Harbor daily. Level-one service would involve approximately 15.5 vehicle service hours per day and cost approximately \$97,000 per year.

Level Two bus service is more intensive and would use two regularly scheduled buses, one based in Winter Harbor and the other in Bar Harbor. The bus based in Winter Harbor would offer two daily round trips, one in the morning and one in the afternoon. With this bus, there would be the option for evening service. The bus based in Bar Harbor would offer two morning round trips with one midday round trip and one late afternoon round trip. Both buses would accommodate 35–40 passengers and involve approximately 20 vehicle service hours per day. The cost of this "bus-only" service

would be approximately \$125,000 per year for regular weekly service. Proposed year-round operation costs are estimated at \$69,000 per year. If weekends are included in this estimate, there is an additional cost of \$9,100 per year.

The Jackson Laboratory has expressed interest in year-round service. Linking service between The Jackson Laboratory and Bar Harbor residential areas with ferry service may be possible as a less expensive option than operating separate shuttles. During summer months, a second bus may be needed. The estimated cost of shuttle service in Bar Harbor is \$50,000 with an additional cost of \$5,600 for another bus in summer months.

The report also suggests that a van could shuttle NPS staff and SERC users between downtown Bar Harbor and park headquarters. This expanded service is estimated to cost \$19,000 per year.

Ferry Service

Because round-trip driving distance between Bar Harbor and Winter Harbor is approximately 90 miles, ferry service across Frenchman Bay may be more efficient transportation for commuters. The proposed ferry services would draw on three target markets: commuters in Downeast Maine, users of SERC, and tourists and recreational users. Residents and park visitors to Mount Desert Island would provide virtually all demand for the proposed ferry service. According to a NPS visitor survey, 10% of visitors to Acadia National Park visited the Schoodic District. Of the residents of the Schoodic Peninsula, 5% make annual recreational trips to Mount Desert Island.

The seasonal service that extends from May to October would run during weekday morning and evening peak hours seven days a week. If year-round service were selected, ferries would run for 50 weeks with two weeks for maintenance; schedules would be similar to the seasonal ferry service. Demand calculations are based on voyage time, headway times, and distance that ferry users must travel. The projected costs of a ferry round trip are \$6 for commuters, with recreational fares of \$20 for

adults and \$12 for children. The latter fares could decrease demand because of the high price a family would pay. For example, a family of five with bikes might opt to drive to Schoodic instead of paying \$76 plus the likely additional cost of transporting bikes. The report specifies that over 90% of projected revenue would come from recreational use; therefore, if the demand decreases due to high cost, revenue would decrease.

Vessel and Terminal Considerations: The Volpe Center inspected possible terminal sites in Bar Harbor and Winter Harbor. When looking at candidate terminals for future ferry services, the Volpe Center considered the following criteria: navigational approach, depth and bottom characteristics, infrastructure, parking, and proximity to target markets.

Of the docks considered in Winter Harbor, the site that best meets the criteria is a private marina and dock on Sargent Street in Winter Harbor. The marina dock would be the easiest to navigate into because it has a better dock infrastructure, and there is an ease of access and parking. Other docks considered had multiple and significant problems.

The Volpe Center also investigated types of potential ferry vessels. In addition to evaluating the feasibility of a catamaran, the project team evaluated a single-hull boat with a minimum speed of 18 knots (a speed that could make a round trip in 80 minutes), a length of less than 65 feet, and a passenger capacity of 50–100. Using a monohull vessel is preferred because it is more cost-effective. A monohull vessel would have the capacity to carry more passengers, while only cutting the travel time by a few minutes.

Based on other ferry services, the Volpe Center calculated the cost of a Bar Harbor to Winter Harbor ferry service. Costs included vessel debt repayment and direct and indirect operating cost. Direct operating costs would include crew, fuel and lubricant, hull insurance, and vessel maintenance. Indirect operations costs would include terminal-related costs, protection and indemnity insurance, docking fees, marketing and advertising, and general administration.

Potential Routes and Schedule: The ferry service would cross Frenchman Bay, which has challenging winds in varying directions. The proposed route between Bar Harbor and Winter Harbor is about 7.4 nautical miles. The ferry would provide opportunities for commuters between Bar Harbor and Winter Harbor to have shorter traveling time to and from work. During commute hours, the ferry schedule would be determined mostly by The Jackson Laboratory shift changes since lab employees are expected to make up the majority of the commuters. Ferry and bus schedules were designed around a 25-minute trip time between Bar Harbor and Winter Harbor, and a minimum layover of 10 minutes between ferry runs, resulting in a total of about 80 minutes between round-trip ferry departures. The projected ferry schedule includes nine round trips, which would include three round trips between 5:15 a.m. and 9:00 a.m., two round trips between 10:00 a.m. and 12:40 p.m., and three roundtrips between 1:30 p.m. and 6:40 p.m. Seasonal service is preferred over year-round service because it will maximize recreational revenues and minimize operational costs, such as labor and fuel. To be successful, the ferry service would need well-designed transit links at both ends to serve commuters and recreational passengers.

Ferry Service with Bicycles: Based on surveys conducted by the University of Vermont, 17 to 26% of park visitors bike-ride in the park. The success of the ferry service would depend in part on other components of the transportation system. Factors that should be considered are bicycle lane improvements in and around Schoodic, availability of bike rentals on both sides of the ferry trip, availability of free or low-cost bicycle transport on the ferry, ample parking at ferry sites, and local bus service links from the Bar Harbor and Winter Harbor docks. The ferry service should be intermodal, allowing people to get and use bicycles at either end of the ferry trip. The ferry terminals should be biker friendly. Bike racks should be provided for commuters, and bicycle route maps and signage should be made readily available.

Road Conditions for Bicycles

Because of the one-way Schoodic Loop Road in the park, visitors must bike a 12-mile loop con-

sisting of State Route 186, secondary roads, and roads within the park. Moore Road is an entry road leading into the park at Frazer Point, and Wonsqueak Road is an exit road joining State Route 186 outside the park. All roads outside the park are one-lane each way and have an average speed limit of 35 mph with narrow gravel shoulders. The daily traffic on these roads averages about 800 to 1,000 cars. The road within the park is one-way but splits into a two-way road leading 0.5 mile to Schoodic Point. There are no provisions on any roads to provide safe, designated bicycle lanes. There are no shoulders on the Schoodic Point Road, and other roads inside the park have dirt or gravel shoulders. Narrow shoulders on all roads, including the state roads, are extremely unsafe. Furthermore, none of the roads has any signs or lane striping for bicyclists.

The preferred alternative according to the Volpe Center consultants to make the Schoodic District more bicycle friendly is to retain the one-way loop configuration from Frazer Point to the park exit at Birch Harbor, reassigning the existing lanes by using the right lane as the bicycle lane with an extended shoulder and the left lane for vehicular traffic. Although this could lead to traffic congestion during the peak visitor season, proposed ferry and bus services would mitigate this problem by reducing automobile traffic.

Road Impacts and Enhancements

Over the next 15 years, traffic on the Schoodic Peninsula is expected to increase by about 1% a year on the State Route 186. Under the preferred transportation alternative (#3), the traffic analysis shows the following:

- Traffic on State Route 186 would increase, but the increase would be less than if no action were taken.
- The number of vehicles on Moore and Wonsqueak roads, both inside and outside the park, would decrease under all scenarios except the high-use scenario in 2015.
- Vehicle capacity on roads inside the park would increase if one of the lanes on the one-way loop were made into a bike lane.

- Parking shortages, particularly in summer, would occur at Schoodic Point, which is used by 90% of visitors.

Recommended enhancements to improve travel and reduce traffic on these roads include the following:

- State Route 186 should be striped, maintained, and expanded to accommodate bikes and turning.
- Moore and Wonsqueak roads outside the park need to have paved shoulders and, in some places, be widened.

- Roads inside the park should continue to be one-way, and one lane should be made into a bicycle lane. The park should consider widening the road toward the land side, minimize the removal of coping stones, restrict parking to designated areas, and use traffic counters at entry and exit points.

- Schoodic Point Road should be widened, striped, and marked to show that bicyclists and pedestrians have the right of way.

Although traffic on roads in the Schoodic District would steadily increase over the next 15 years, the increase could be mitigated by commuters and visitors using the ferry and bus service. These new services could be concentrated at times of peak demand and at chokepoints such as parking lots.

APPENDIX D: NAVY BASE BUILDING REUSE TABLES

Table 1. Navy Base Building Reuse under Alternative A

Building Name	Building No.	Total Space (sq. ft.)	Proposed Reuse	Space Reused (sq. ft.)
Housing:				
Barracks, Galley	84, 105	41,901	Secure	0
Bachelor Officers Quarters, Garage	192, 209	3,259	Housing	3,259
Schoodic Shores Housing	184-191	38,344	Housing (187-189), Collection Storage (185), Secure (184, 186, 190, 191)	19,172
Cabins	220-222	4,927	Housing	4,927
Sub-Total		88,431		27,358
Education:				
Chapel	3	4,784	Education Program Space	4,784
Commissary	39	7,475	Secure	0
Schooner Club	143	6,545	Meeting Rooms	6,545
Sub-Total		18,804		11,329
Research:				
Medical Clinic	148	7,850	Secure	0
Bowling Alley	162	3,808	Secure	0
Child Development Center	164	2,790	Housing	2,790
Gas Station	165	420	Air Monitoring Station	420
Sub-Total		14,868		3,210
Administration:				
Rockefeller	1	20,612	Secure	0
Administration	10	14,200	Secure	0
Sub-Total		34,812		0
Recreation:				
Gymnasium	138	16,291	Secure	0
North Field Toilet	152	192	Secure	0
Sub-Total		16,483		0
Operations:				
Powerhouse	2	1,175	Utility	1,175
Gate House	9	433	Visitor Contact	433
Generator House	45	596	Utility	596
Transportation/Firehouse	137	3,575	Secure	0
Wastewater Treatment Plant	183	3,764	Utility	3,764
Warehouse	205	4,000	Storage	4,000
Public Works	216	11,860	NPS Administrative Offices, Maintenance Shops	11,860
Grounds Equipment Storage	219	672	Secure	0
Salt/Sand Storage	225	5,000	Maintenance	5,000
Potable Water Treatment Plant	228	1,064	Utility	1,064
Sub-Total		32,139		27,892
No Reuse:				
Auto Hobby	8	2,628	Secure	0
Seabee Hut	46	178	Secure	0
Public Toilets	140	144	Secure	0
Public Works Storage	155	240	Secure	0
Butler Hut	172	1,200	Secure	0
Toilet/Shower	208	144	Secure	0
Car Wash	213	544	Secure	0
Storage	223	374	Secure	0
Octagon Building	224	543	Secure	0
Grounds Maintenance Storage	232	768	Secure	0
Sub-Total		6,763		0
Total		212,300		69,789

Table 2. Navy Base Building Reuse under Alternative B				
Building Name	Building No.	Total Space (sq. ft.)	Proposed Reuse	Space Reused (sq. ft.)
Housing:				
Barracks, Galley	84, 105	41,901	Housing, Food Service	41,901
Bachelor Officers Quarters, Garage	192, 209	3,259	Remove	0
Schoodic Shores Housing	184-191	38,344	Housing (186-189), Remove (184, 185, 190, 191)	19,172
Cabins	220-222	4,927	Housing	4,927
Sub-Total		88,431		66,000
Education:				
Chapel	3	4,784	Education Program Space	4,784
Commissary	39	7,475	Meeting Rooms	7,475
Schooner Club	143	6,545	Meeting Rooms	6,545
Sub-Total		18,804		18,804
Research:				
Medical Clinic	148	7,850	Research Program Space	7,850
Bowling Alley	162	3,808	Remove	0
Child Development Center	164	2,790	Program Space	0
Gas Station	165	420	Air Monitoring Station	420
Sub-Total		14,868		8,270
Administration:				
Rockefeller	1	20,612	Visitor Reception, Exhibits, Offices, Meeting Room	20,612
Administration	10	14,200	Remove	0
Sub-Total		34,812		20,612
Recreation:				
Gymnasium	138	16,291	Remove	0
North Field Toilet	152	192	Public Rest Rooms	192
Sub-Total		16,483		192
Operations:				
Powerhouse	2	1,175	Utility	1,175
Gate House	9	433	Visitor Contact	433
Generator House	45	596	Utility	596
Transportation/Firehouse	137	3,575	Maintenance, Fire Cache	3,575
Wastewater Treatment Plant	183	3,764	Utility	3,764
Warehouse	205	4,000	Storage (relocate)	4,000
Public Works	216	11,860	NPS Administrative Offices, Maintenance Shops	11,860
Grounds Equipment Storage	219	672	Fire Cache	672
Salt/Sand Storage	225	5,000	Maintenance	5,000
Potable Water Treatment Plant	228	1,064	Utility	1,064
Sub-Total		32,139		32,139
No Reuse:				
Auto Hobby	8	2,628	Remove	0
Seabee Hut	46	178	Remove	0
Public Toilets	140	144	Remove	0
Public Works Storage	155	240	Remove	0
Butler Hut	172	1,200	Remove	0
Toilet/Shower	208	144	Remove	0
Car Wash	213	544	Remove	0
Storage	223	374	Remove	0
Octagon Building	224	543	Remove	0
Grounds Maintenance Storage	232	768	Remove	0
Sub-Total		6,763		0
Total		212,300		146,017

Table 3. Navy Base Building Reuse under Alternative C

Building Name	Building No.	Total Space (sq. ft.)	Proposed Reuse	Space Reused (sq. ft.)
Housing:				
Barracks, Galley	84, 105	41,901	Housing, Food Service	41,901
Bachelor Officers Quarters, Garage	192, 209	3,259	Remove	0
Schoodic Shores Housing	184-191	38,344	Housing (184-191)	38,344
Cabins	220-222	4,927	Housing	4,927
Sub-Total		88,431		85,172
Education:				
Chapel	3	4,784	Education Program Space	4,784
Commissary	39	7,475	Meeting Rooms	7,475
Schooner Club	143	6,545	Meeting Rooms, Food Service	6,545
Sub-Total		18,804		18,804
Research:				
Medical Clinic	148	7,850	Research Program Space	7,850
Bowling Alley	162	3,808	Research Program Space	3,808
Child Development Center	164	2,790	Research Program Space	2,790
Gas Station	165	420	Air Monitoring Station	420
Sub-Total		14,868		14,868
Administration:				
Rockefeller	1	20,612	Visitor Reception, Exhibits, Offices, Meeting Room	20,612
Administration	10	14,200	Remove	0
Sub-Total		34,812		20,612
Recreation:				
Gymnasium	138	16,291	Fitness Center	16,291
North Field Toilet	152	192	Public Rest Rooms	192
Sub-Total		16,483		16,483
Operations:				
Powerhouse	2	1,175	Utility	1,175
Gate House	9	433	Visitor Contact	433
Generator House	45	596	Utility	596
Transportation/Firehouse	137	3,575	Maintenance, Fire Cache	3,575
Wastewater Treatment Plant	183	3,764	Utility	3,764
Warehouse	205	4,000	Storage (relocate)	4,000
Public Works	216	11,860	NPS Administrative Offices, Maintenance Shops	11,860
Grounds Equipment Storage	219	672	Fire Cache	672
Salt/Sand Storage	225	5,000	Maintenance	5,000
Potable Water Treatment Plant	228	1,064	Utility	1,064
Sub-Total		32,139		32,139
No Reuse:				
Auto Hobby	8	2,628	Remove	0
Seabee Hut	46	178	Remove	0
Public Toilets	140	144	Remove	0
Public Works Storage	155	240	Remove	0
Butler Hut	172	1,200	Remove	0
Toilet/Shower	208	144	Remove	0
Car Wash	213	544	Remove	0
Storage	223	374	Remove	0
Octagon Building	224	543	Remove	0
Grounds Maintenance Storage	232	768	Remove	0
Sub-Total		6,763		0
Total		212,300		188,078

APPENDIX E: DESIGN GUIDELINES FOR SCHOODIC EDUCATION AND RESEARCH CENTER

Design guidelines are a useful tool for achieving design consistency and quality in a place expected to change over time. Because the Schoodic Education and Research Center (SERC) is a new institution under development, creating a unique identity is important, yet it must also be compatible with the setting and architectural quality of Acadia National Park, as exemplified by the Rockefeller Building.

Studies conducted during preparation of this plan concluded that the only significant historical resources at SERC are the Rockefeller Building and powerhouse. The future SERC campus should thus exemplify good contemporary site planning and design, and reference but not try to imitate Acadia's distinctive built environment. Treatment of buildings and structures eligible for the National Register will be governed by the *Secretary of the Interior's Standards*. In general, site improvements should capture the history and beauty of the Schoodic Peninsula, enhance the use and interpretive potential of the site, and provide safety and universal accessibility for users of all abilities.

New guidelines should be adopted for the SERC campus. The guidelines should identify preferred materials so that the built environment reflects the local landscape. Materials should be rugged, simple, and durable and have minimal impacts on the landscape. The standards should promote the use of sustainable, native materials, requiring minimal maintenance and labor. The standards should include materials and construction methods for site furnishings, such as benches, tables, shelters, trash receptacles, railings and pavements. A handbook should be developed and could include signage typeface, colors and types of signs, roadway dimensional requirements, and plant materials.

The following goals were identified to guide work on the campus. They were used as the basis for the illustrative Conceptual Site Plan for the lower campus that appears as Figure 13 and can be used to develop more specific guidelines.

Improve Circulation and Safety

- Reduce pedestrian/vehicle conflicts and facilitate walking
- Provide clear and attractive signs
- Redesign campus entrance
- Organize parking areas to work better for specific user groups
- Provide overflow parking for special events but limit number of permanent spaces
- Improve accessibility throughout the campus to meet ADA standards
- Provide access to all sides of buildings for fire suppression
- Maintain space around buildings to protect them from wildland fire through the periodic selective removal of selective vegetation

Create Campus Character

- Reinforce use of the historic Rockefeller Building as a campus focal point
- New design, site furnishings, and construction materials reflect Acadia's history and tradition
- Create a "great lawn" to recapture the original ocean vista from the Rockefeller Building, with perhaps with a natural wildflower meadow that could be used for special events
- Reduce vehicular use by exploring suitable bicycle and pedestrian connections from the campus to the Schoodic District circulation system.
- Use native plants in landscape design
- Select materials and design for low maintenance
- Provide a uniform sign system
- Change roadway lighting design to preserve the night sky
- Minimize impervious surfaces to reduce runoff and improve groundwater recharge

APPENDIX F: SECTION 106 CONSULTATION REQUIREMENTS FOR PLAN UNDERTAKINGS

The following consultation requirements for the indicated management options are subject to section 106 of the National Historic Preservation Act of 1966 as amended.

ACTION	COMPLIANCE REQUIREMENT ¹
COMMON TO ALL ALTERNATIVES	
Prepare historic structure reports, cultural landscape reports, and other cultural resource studies such as ethnographic and archeological	Programmatic exclusion B.4
Install signs	Programmatic exclusion B.12
ALTERNATIVE A	
Preserve Rockefeller Building; modify for handicap accessibility; upgrade utilities to meet life safety standards	SHPO review
ALTERNATIVE B	
Rehabilitate Rockefeller Building; modify for handicap accessibility; upgrade utilities to meet life safety standards; reconfigure interior for offices, conference room, visitor contact, exhibit space.	SHPO review
Remove asphalt and redesign circulation system and landscaping on former navy base.	SHPO review
Remove base buildings previously determined ineligible for listing on the National Register (e.g., Bldgs. 10, 138, 213, 192, 184, 185, 190, 191, 185, 162, 8, 46, 140, 209, 155, 172, 208, 223, 224, 232)	SHPO review
Revegetate 40 acres of disturbed landscape	SHPO review
ALTERNATIVE C	
Rehabilitate Rockefeller Building; modify for handicap accessibility; upgrade utilities to meet life safety standards; reconfigure interior for offices, conference room, visitor contact, exhibit space	SHPO review
Remove asphalt and redesign circulation system and landscaping on former navy base	SHPO review
Remove base buildings previously determined ineligible for listing on the National Register (e.g., Bldg. 8, 10, 46, 140, 155, 172, 192, 208, 209, 213, 223, 224, 232)	SHPO review
Revegetate 16 acres of disturbed landscape	SHPO review

¹ Per Programmatic Agreement Among NPS (U.S. Department of the Interior), the Advisory Council on Historic Preservation, and the National Conference of State Historic Preservation Officers, 1995.

APPENDIX G: SCHOODIC EDUCATION AND RESEARCH CENTER UNDER ALTERNATIVE C

Background

As part of a nationwide initiative called the "Natural Resource Challenge," the National Park Service (NPS) has approved the creation of a Research Learning Center at Acadia National Park. The NPS is establishing Research Learning Centers across the country to promote research in national parks and provide related educational opportunities to the public.

One of the primary goals of Research Learning Centers is to attract scientists to conduct research in national parks. Research results will help park managers make science-based management decisions. Research Learning Centers will also provide opportunities to synthesize research findings and share this information with the broader research community, as well as the public. Research Learning Centers are designed to facilitate public-private partnerships that involve a wide range of people and organizations.

Acadia's Research Learning Center

The NPS would establish the Schoodic Education and Research Center (SERC) at Schoodic Point with classrooms, laboratories, offices, and lodging for researchers, educators, and students of all ages. SERC would be managed by a new nonprofit organization and consist of partners that will conduct research and education programs in support of SERC's mission.

SERC's mission would be to facilitate education and research that promotes the understanding, protection, and conservation of the natural and cultural resources of the National Park System, and advances related research at the regional, national, and international levels. Its goals are to facilitate:

- interdisciplinary research that enhances the understanding of the natural and cultural resources of the National Park System and related research at the regional, national, and international levels;
- innovative, curriculum-based learning and stewardship programs designed to translate science into learning for people of all ages and abilities;

- collaborative interaction and outreach among partners that promotes science and learning; and
- a repository of information and other resources for educators and researchers.

SERC would expand and improve many of the park's ongoing research and educational activities, and provide opportunities for collaboration and exploration among a variety of partners. It would bring together internationally recognized teaching and research institutions, federal land management and scientific agencies, local public schools, and nonprofit organizations to create an exceptional learning and research community. The NPS would work with researchers to share information about the park's resources and related topics with the public. Possible educational opportunities include environmental study courses for K-12 students, science teacher training programs, and life-long learning classes. SERC would complement the growing research momentum in environmental science, marine science, and genetics that is underway in Downeast Maine.

Partnerships

SERC would consist of partnerships among independent organizations and agencies that collaborate on research and education in support of its mission. Partners will participate in programmatic decisionmaking for SERC, and make a substantial, long-term commitment and contribution to its operation. Partners would also be responsible for funding their respective programs and activities. Commercial, manufacturing, marketing, or similar activities would not take place at SERC.

Research at SERC could focus on such areas as predictive modeling and assessment of ecosystems, effects of environmental change on the genetics of populations, environmental sensing and analysis, and environmental informatics (i.e., developing new ways to gather, analyze, and use environmental information). Partners would provide opportunities for the public to learn about their respective research activities and share information through a range of programs and media, such as publications, websites,

and on-site classes, tours, and demonstrations. Topics for research and education could include anthropology, archeology, astronomy, atmospheric science, biochemistry, biology, ecology, wildlife management, environmental conservation, ethnography, fisheries, oceanography, genetics, geography, geology, historic preservation, history, social science, information technologies, and pedagogical techniques.

The NPS would participate as a research and education partner, as well as share in the responsibility of developing and managing SERC. Acadia National Park's research activities would include biological inventories, long-term monitoring of park ecosystems, data management, and research of air and water quality, wildlife, vegetation, geology, cultural resources, and the visitor experience. Park education programs would include the Schoodic Education Adventure, Artists-in-Residence, and Resource Acadia seminars.

Nonprofit Organization

The NPS would support the creation of a new independent nonprofit organization to assist in developing and managing SERC. The nonprofit would be an umbrella organization to coordinate the use of the facilities and development of programs by partners. It would have sufficient autonomy to be creative and expeditious in developing and managing SERC while fully protecting the interests of the NPS. The nonprofit would operate SERC under a long-term lease or cooperative agreement with the NPS, which would include the assignment of real property for its direct use and for reassignment to tenant partners. The NPS would provide security, law enforcement, emergency medical services, and fire protection for the SERC campus, and maintain its roads, grounds, building envelopes, and utility systems. The nonprofit and NPS would share responsibilities for site renovation and construction to convert buildings to research and education use and facilitate the efficient reuse of the site.

The nonprofit would carry out various development and management functions for SERC that tentatively include the following:

Program management and partnership coordination:

- cultivate partnerships
- coordinate education and research programs among a variety of partners
- promote and facilitate communication and collaboration among partners
- ensure that all partners contribute to the mission of SERC through the sharing of information, technology, and specialized equipment/facilities, as appropriate
- market SERC and provide public information on its programs and activities through a website, publications, and other media

Property management and administrative support:

- arrange for short and long-term occupancy of the buildings by partners
- manage contracts with partners
- administer rents, fees, and other income
- provide hospitality services, including lodging, catering, housekeeping, custodial, and other appropriate service contracts
- schedule the use of shared space (meeting rooms, laboratories, dining halls, lodging)
- ensure that partners implement sustainable design and practices in all activities
- assist in the development and support of an alternative transportation system
- maintain interiors of assigned/leased facilities
- ensure compatibility and connectivity with SERC's local area network and the Internet
- ensure that partners' programs and activities are compatible with the Schoodic General Management Plan Amendment, and NPS laws, regulations, and policies

Long-term development:

- develop strategic plans and long-term funding strategies
- recruit new tenant and non-tenant partners, as appropriate
- fund and manage capital improvement projects necessary to attract desired partners
- solicit and administer federal, state, donation, and revenue funds to support SERC

As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural and cultural resources. This includes fostering wise use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people. The department also promotes the goals of the Take Pride in America campaign by encouraging stewardship and responsibility for the public lands and promoting citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under the administration of the United States of America.

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

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National Park Service
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Acadia National Park - Maine
Northeast Region